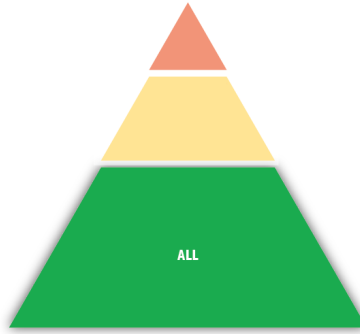


PBIS at Edison



TIER 1- All Students- SOAR: Safe, Take Ownership, have a Growth Attitude and be Respectful and Responsible

Tier 1 systems, data, and practices support everyone across all settings. They establish the foundation for delivering regular, proactive support and preventing unwanted behaviors. Tier 1 emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills. Teams, data, consistent policies, professional development, and evaluation are essential components for these practices to work effectively.

The core principles guiding Tier 1 PBIS include the understanding that we can and should:

- Effectively teach appropriate skills to all students
- Intervene early before unwanted behaviors escalate
- Use research-based, scientifically validated interventions whenever possible
- Monitor student progress
- Use data to make decisions



EDISON EAGLES SOAR

	Arrival and Dismissal	Hallways	Restrooms	Lunch/Recess	Classroom and Encore
Safe	Walk Safely; Follow all Bus Rules	Walk Safely and face forward; Stay on the right side of the hall	Report problems to an adult; do not hang on dividers or stand on urinals/toilets	Walk safely in and around the cafeteria; be safe with equipment outside; tell adults about anything unsafe	Keep hands, feet and object to yourself
Ownership	Follow Directions; Be on time; Keep Hands and Feet to Yourself; Have an appropriate voice level	Keep hands, feet, and objects to yourself; make sure you have your classroom pass if alone	Enter and leave quietly; Use the restroom appropriately; Keep the restroom clean	Keep hands, feet and objects to yourself; clean up after yourself; when signaled, line up with your class	Own your words, actions and emotions
Attitude	Stand in correct lines; be a positive role model; make sure you have everything for home	If standing in line, do so quietly; be prepared with needed materials; be a positive role model	Go directly to the restroom and return directly to class	Use kind words and actions; be a positive role model	Have a growth mindset and be the BEST you can be (Am I trying my hardest)
Respectful and Responsible	Stay in your own space in line; listen to all teachers and safety patrol	Respect each other's space and property; respect the other classes that are learning	Respect others privacy; wash your hands with soap and throw away any paper towels	Respect each other's space and property; follow directions from the supervisors	Treat others with kindness and follow adult directions; be prepared, organized and ready to learn in class

Tier 1 at Edison:

Class Dojo:



Student of the Month:

Each month, teachers select one student from their class who has been demonstrating outstanding SOAR behaviors. Teachers submit their students' names. Those students have their picture taken with their Student of the Month Award, have their picture hung in the hallway on the Student of the Month Hall of Fame, receive a special student of the month bracelet or Smencil, and are recognized individually by the Assistant Principal.

Quarterly Incentives:

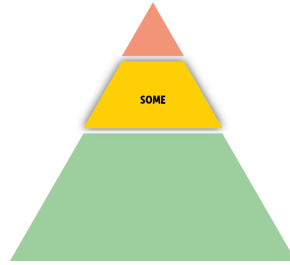
Every Quarter, teachers look at their data from class dojo classroom reports. Students who have earned 70% positive behavior or higher earn to go to a quarterly incentive. This incentive is to reward students who exemplify positive behaviors throughout the quarter.

Blue Tickets:

Teachers give out 1-3 blue tickets per week to children demonstrating exceptional core behaviors. These tickets are handed out by the classroom/encore teachers to students who exemplify our SOAR expectations. On Fridays, the Assistant Principal walks around with the blue ticket cart and stops into each classroom, for the students who received a blue ticket to come and pick a prize from the prize cart! These tickets are hung up in the gym and changed out on a monthly basis.



Tier 2- Achieved Silver Recognition



Tier 2 practices and systems provide targeted support for students who are not successful with Tier 1 supports alone. The focus is on supporting students who are at risk for developing more serious problem behavior before they start. Essentially, the support at this level is more focused than Tier 1 and less intensive than Tier 3.

Tier 2 supports often involve group interventions with ten or more students participating. Specific Tier 2 interventions include practices such as social skills groups, self-management, and academic supports. Targeted interventions like these, implemented by typical school personnel, are likely to demonstrate positive effects for up to 67% of referred students.

Tier 2 interventions:

Check in, Check out:

Check in and out systems are used for students who need additional support and may benefit from adult attention. Check in, Check out helps decrease problem behavior, is effective for 60-75% of Tier 2 students and is not very time consuming for teachers. Teachers have students who have individual behavioral difficulties, pick a target goal for that student to work on, review the expectations with them in the morning or at the beginning of the week: checking in, and then check out at the end of the day or the end of the week to have students self-reflect and monitor if they met their goal for the day/week. Students are involved in their own self-monitoring and reflection of their behavior and can work towards a self-selected incentive if they reach their weekly or daily goal.

Family Liaison:

Edison's family liaison is responsible for addressing a variety of social, emotional, community, and behavioral needs of students and families at our school. Our current family liaison, currently services around 40 kids in our school building, which is about 7% of our students. She intervenes with students in a variety of ways including social skills groups, 1:1 meetings,

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behavioral lessons, helping with student behaviors, connecting families and students with resources or community supports, and assisting teachers in supporting students. Our family liaison works with students on a referral basis. Teachers and administrators can submit student referrals on a google form that is linked in schoology.

SOAR Some More:

As a part of increasing student intrinsic motivation, some students are assigned to a homeroom during their recess time as a class helper. These students are students who frequently get into trouble during recess or may need some additional motivation to demonstrate appropriate behaviors. During this time, at-risk students help out in K/1 classrooms and provide the teachers and students additional support. This is to mitigate the risk of behavior occurrences and also provide some opportunities for self-development and intrinsic motivation through helping teachers or other students. This is being handled on an individual basis.

High School Mentors:

National Honors society students are paired up with students to meet twice monthly to work on mentoring, social skills, and personal development. The intention of this program is to encourage students to have a positive relationship with a role model and someone to talk through setting goals and problem solving. Mentors meet with students during lunch or recess and do activities on self-development.

Kid Counselors:

“Kid Counselor” peer aide program during dismissal time for 4th and 5th grade students, to provide support to students with diverse needs and create a cohesive school community.

The Kid Counselor Program aims to foster positive student relationships and promote a sense of belonging among our students. It will offer selected students the opportunity to participate as peer aides in two of our Resource Rooms, Mrs. Consentino’s class and Miss Burkett's class. Edison has two resource rooms of smaller class sizes to support students with a range of unique learning needs. Students would participate in this program during their dismissal time. Please note that students will still be dismissed as normal to their transportation and office staff is aware to double-check that they make it on their bus or to their car.

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Here are some key aspects of the Kid Counselor Program:

Positive Role Modeling: Peer aides will serve as role models, demonstrating empathy, kindness, understanding, and appropriate social skills.

Mentorship and Friendship: Peer aides will offer friendship and mentorship to students with various needs, helping them build social skills and fostering a sense of belonging.

Assistance with Classroom Routines: Peer aides will assist students with daily classroom routines, ensuring a smooth transition and enhanced participation.